

CHAPIN ELEMENTARY

940 Old Bush River Road
Chapin, SC 29036

GRADES PK-5 Elementary School

ENROLLMENT 588 Students

PRINCIPAL John W. Young 803-345-2214

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

17

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

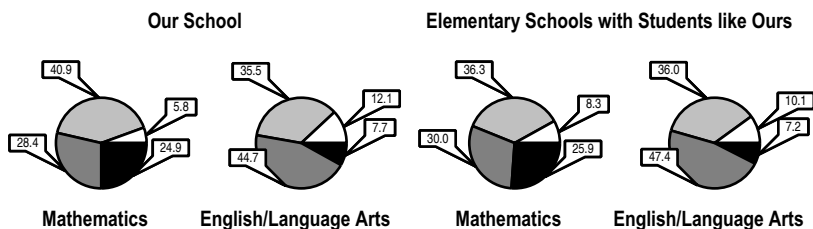
FOR MORE INFORMATION, VISIT WEBSITES AT:




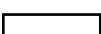
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	120	108
Percent satisfied with learning environment	100.0%	85.7%	92.5%
Percent satisfied with social and physical environment	100.0%	93.3%	88.8%
Percent satisfied with home-school relations	100.0%	93.3%	97.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	328	100.0	12.1	35.5	44.7	7.7	52.4	17.6
Gender								
Male	176	100.0	16.0	37.3	43.8	3.0	46.7	17.6
Female	152	100.0	7.6	33.3	45.8	13.2	59.0	17.6
Racial/Ethnic Group								
White	303	100.0	10.3	34.5	46.9	8.3	55.2	17.6
African-American	22	100.0	25.0	55.0	20.0	N/A	20.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	284	100.0	8.4	34.3	48.9	8.4	57.3	17.6
Disabled	44	100.0	38.5	43.6	15.4	2.6	17.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	328	100.0	11.6	35.5	45.2	7.7	52.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	328	100.0	11.6	35.5	45.2	7.7	52.9	17.6
Socio-Economic Status								
Subsidized meals	49	100.0	25.6	44.2	27.9	2.3	30.2	17.6
Full-pay meals	279	100.0	9.7	34.0	47.8	8.6	56.3	17.6

Mathematics								
All students	328	100.0	5.8	40.9	28.4	24.9	53.4	15.5
Gender								
Male	176	100.0	8.3	39.6	29.6	22.5	52.1	15.5
Female	152	100.0	2.8	42.4	27.1	27.8	54.9	15.5
Racial/Ethnic Group								
White	303	100.0	5.2	39.3	29.3	26.2	55.5	15.5
African-American	22	100.0	15.0	55.0	20.0	10.0	30.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	284	100.0	4.4	39.4	29.2	27.0	56.2	15.5
Disabled	44	100.0	15.4	51.3	23.1	10.3	33.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	328	100.0	5.2	41.0	28.7	25.2	53.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	328	100.0	5.2	41.0	28.7	25.2	53.9	15.5
Socio-Economic Status								
Subsidized meals	49	100.0	18.6	53.5	14.0	14.0	27.9	15.5
Full-pay meals	279	100.0	3.4	38.8	31.0	26.9	57.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	103	N/A	10.7	25.2	59.2	4.9	64.1
	Grade 4	126	N/A	11.9	32.5	47.6	7.9	55.6
	Grade 5	132	N/A	13.6	36.4	45.5	4.5	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	102	100.0	11.6	30.5	47.4	10.5	57.9
	Grade 4	101	100.0	13.1	35.4	43.4	8.1	51.5
	Grade 5	125	100.0	11.8	39.5	43.7	5.0	48.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	103	N/A	12.6	35.9	31.1	20.4	51.5
	Grade 4	126	N/A	6.3	25.4	29.4	38.9	68.3
	Grade 5	132	N/A	10.6	26.5	25.8	37.1	62.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	102	100.0	7.4	50.5	28.4	13.7	42.1
	Grade 4	101	100.0	5.1	35.4	24.2	35.4	59.6
	Grade 5	125	100.0	5.0	37.8	31.9	25.2	57.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.3%	2.4%
Attendance rate	96.5%	Down from 97.0%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	42.5%	Up from 39.9%	40.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.7%	Down from 5.1%	4.2%	8.0%
Older than usual for grade	0.2%	N/A	0.5%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	60.0%	Down from 62.0%	55.6%	50.0%
Continuing contract teachers	86.7%	Down from 92.0%	90.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.7%	Down from 92.6%	88.3%	86.2%
Teacher attendance rate	93.4%	Down from 95.5%	94.9%	95.3%
Average teacher salary	\$44,121	Up 0.6%	\$40,378	\$39,909
Prof. development days/teacher	10.5 days	Up from 9.1 days	10.8 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	16.4 to 1	Down from 19.9 to 1	19.7 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 91.5%	90.5%	89.7%
Dollars spent per pupil*	\$5,829	Up 10.3%	\$5,858	\$5,892
Percent spent on teacher salaries*	70.0%	Up from 69.2%	70.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goal of Chapin Elementary School (CES) is to "Challenge Exceptional Students," and we believe that all of our students are exceptional. Our well-trained and dedicated staff works diligently to provide each of our students with educational experiences that go beyond classroom walls and prepare students for a world in which cooperation, caring attitudes and a desire for knowledge are as important as the academic qualities that we stress.

During the 2002-2003 school year, we continued our emphasis on independent reading through our school-wide Accelerated Reader Program. Numerous students, several parents, and many staff members took tests on books that they read and accumulated points. Our active Student Council continued to lead the school in many service projects including Adopt-A-Highway, Pennies for Patients, Project Giving Tree, service as monitors and classroom helpers and running of a school store. CES students raised more than \$17,000 for the American Heart Association through our Jump Rope for Heart program.

The CES "Writing Wall" and "Art Gallery" continue to be excellent means of connecting with the community. Parents, staff, students and community members generate writing samples that are tied with our Character Education words. The samples are proudly displayed on our Writing Wall. Each student at CES has at least one art product displayed in our Art Gallery at some point during the school year. A number of staff members continue to volunteer their services through community organizations to assist students with homework and other needs. Connecting with our community is a vital part of the development of our students as good citizens.

The staff at CES continued to work on the mapping of the curriculum and participated in a number of staff development programs including "Children of Poverty," "Differentiating Instruction" and "Active Literacy," to name a few. We continue to grow in the instructional area by meeting regularly as grade level teams and as vertical instructional units. We firmly believe that we should continuously investigate new and exciting ways to meet the needs of our students. Finding ways to enhance every child's education and taking students individually to their fullest potential is the primary goal of all members of the CES learning community.

At Chapin Elementary School we feel fortunate to have such a wonderful "family" of students, parents, staff and community members. Thank you for your continued support!

John W. Young, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.